

How Do We Build Community?

Grade Levels: 3-5

Overview:

New Mexico includes many diverse people and communities, and over the course of history these groups have interacted in a variety of ways. Whether confronting challenges or cooperating toward a common goal, people and groups move forward in time with resilience and determination. Within these communities, women are some of the exemplary role models for future generations, exhibiting the ability to bring people together in a variety of ways.

This lesson strengthens student understanding of communities through teaching about women they learned about in a cross-grade level setting.

Key Concepts:

1. **Movement and Settlement:** What causes people to move or settle in a particular place? How do people interact with each other and their environment?
2. **Cultural Interactions:** How do groups work together to improve their community? Who are some of the female role models from New Mexico's history? What specific actions did they take to enhance the lives of others?
3. **Identity:** What is your role in a given community? In what ways can you learn about other people and their experiences? How can you create a supportive learning community?

Objectives:

This lesson supports student understanding of diversity and cultural interactions. Through learning the personal journeys of significant women in New Mexico and the roles they played in developing communities, students expand their understanding of empathy, equity, and how individual perspective is formed. Cooperative cross-grade level activities promote school wide community engagement.

Objective 1: Determining what it means to be an active member of a community, considering leadership, participation and action.

Objective 2: Reading and reviewing information for specific examples of activism, leadership, and community service.



Lesson 3

Objective 3: Assisting younger students in the learning about New Mexico's historically recognized women through reading, discussing, and writing support.

Objective 4: Reflecting on how being a mentor and helper can support their school community.

Length of Time for Lesson:

THREE (60-90 minute) class periods depending on length of time spent in class and whether homework is assigned.

Materials:

Computers

New Mexico Historic Women Marker Program website <https://www.nmhistoricwomen.org/>

Previous lesson's student research and monologues

Paper, pencils, colored pencils or crayons

Handouts:

- Student work from previous two lessons

Activities:

Prior to this lesson, arrange to partner with a K-2 grade classroom. Students will be working with a learning buddy for this activity.

1. Review the **New Mexico Historic Women Marker Program** website with students, specifically focusing on the Activist and Community Leader categories, sharing these particular examples of women. <https://www.nmhistoricwomen.org/>
2. Discuss what it means to be a member of a community, and what actions people take to support and improve their community. Have students pair-share and then report to the entire group. Write a list of ideas on the board.
3. Apply previous learning about individual women. Students review their research notes and monologues, taking notes on specific examples of leadership, activism, and community service actions.
4. Some students may also choose to read about additional women from the Activist and Community Leader categories, taking notes on how these women exemplified leadership, activism, and community service.

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5. Arrange to meet with your partner class, and have students pair with their learning buddy. (The partner class teacher will have already introduced the **New Mexico Historic Women Marker Program** website). Students read their monologue and use their notes to teach their buddy about the woman and her community engagement. Students explain that these are the reasons why this woman was selected to be placed on a New Mexico Historic Women Marker.
6. Introduce the concept of service to a community to the combined classes. Have students share their ideas about how people interact and help each other in a community. List ideas somewhere visible for the class for students to refer to while working with their partner.
7. With their partner, students create a list of reasons people move. Next, they create a list of jobs people have that help others. Finally, they create a list of ways they can help their school community and the individual people within it.
8. Using these lists, students help their partner think of someone they know that they think should be on a historic marker. With assistance from their partner, the younger student writes words and sentences that describe the person they thought of. The level and amount of writing depends upon skill level for the K-2 level student. Encourage younger students to illustrate their writing.
9. Combine several partner groups together and have them share about the person they discussed and wrote about.
10. When students return to their classroom, discuss their process of working with a younger student. How were they helpers in their school community by teaching the younger students about a woman from New Mexico's history?

Adaptations/Extensions:

- Students compile the K-2 writing samples to create a newsletter or other form of collected writing that they can then give to the partner class. The 3-5 students can also add writings about someone they would select for a New Mexico Historic Women Marker.

Evaluation:

At the end of the lesson, students may be evaluated on the following:

1. **Review of information and directed note taking**, checking for categorizing specific information from their original writing.

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2. **Knowledge of community responsibility**, noting students' ability to identify examples of community engagement, and what their personal roles might be.
3. **Time management and mentoring skills**, acting responsibly while working with younger students.
4. **Reflection**, articulating their experience with a clear assessment of their personal participation and growth areas.

Exit Ticket/Discussion Questions:

- What characteristics define an active community participant?
- Name some examples of effective community members.
- What are some strategies to utilize when mentoring younger students?

NM PED Educational Standards:

Grade 3:

Theme 2: Global Immigration and Migration

Geography 13. Movement, Population, and Systems. 3.11

Theme 5: Global Diversity and Identity

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 3.27

Ethnic, Cultural, and Identity Studies 22. Community Equity Building. 3.28

Grade 4:

Theme 5: New Mexico Identity and Diversity

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 4.25

Grade 5:

Theme 5: Identity in Multiple Spaces

History 18. Critical Consciousness and Perspectives. 5.29

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 5.30

- *NM PED Culturally and Linguistically Responsive Scorecard criteria may be applied and met through Representation, Portrayal, Critical Consciousness, and Teacher Support*